

## BEAUFORT ELEMENTARY

1800 Prince Street  
Beaufort, South Carolina 29902

**GRADES** PK-5 Elementary School

**ENROLLMENT** 426 Students

**PRINCIPAL** Dr. Terry W. Hitch 843-322-2600

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	60	3	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

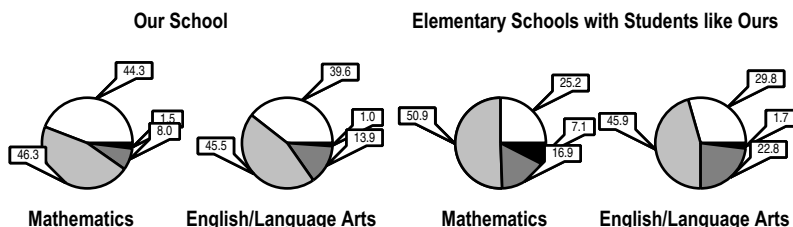
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	50	56	55
Percent satisfied with learning environment	80.0%	87.3%	84.9%
Percent satisfied with social and physical environment	87.0%	96.4%	75.5%
Percent satisfied with home-school relations	67.4%	87.0%	79.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	229	99.6	39.6	45.5	13.9	1.0	14.9	17.6
Gender								
Male	135	99.3	41.5	44.1	14.4	N/A	14.4	17.6
Female	94	100.0	36.9	47.6	13.1	2.4	15.5	17.6
Racial/Ethnic Group								
White	78	98.7	20.0	58.6	20.0	1.4	21.4	17.6
African-American	144	100.0	49.2	39.7	10.3	0.8	11.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	169	100.0	32.0	47.6	19.0	1.4	20.4	17.6
Disabled	60	98.3	60.0	40.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	229	99.6	39.8	45.8	13.4	1.0	14.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	229	99.6	39.4	45.2	14.4	1.1	15.4	17.6
Socio-Economic Status								
Subsidized meals	153	99.3	46.4	44.9	8.0	0.7	8.7	17.6
Full-pay meals	76	100.0	25.4	47.6	25.4	1.6	27.0	17.6

Mathematics								
All students	229	99.1	44.3	46.3	8.0	1.5	9.5	15.5
Gender								
Male	135	98.5	45.8	43.2	8.5	2.5	11.0	15.5
Female	94	100.0	42.2	50.6	7.2	N/A	7.2	15.5
Racial/Ethnic Group								
White	78	98.7	24.3	57.1	14.3	4.3	18.6	15.5
African-American	144	99.3	55.2	40.8	4.0	N/A	4.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	169	99.4	39.5	48.3	10.2	2.0	12.2	15.5
Disabled	60	98.3	57.4	40.7	1.9	N/A	1.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	229	99.1	44.5	46.0	8.0	1.5	9.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	229	99.1	45.7	44.1	8.5	1.6	10.1	15.5
Socio-Economic Status								
Subsidized meals	153	98.7	53.3	40.9	5.8	N/A	5.8	15.5
Full-pay meals	76	100.0	25.4	57.1	12.7	4.8	17.5	15.5

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	74	N/A	27.8	45.8	22.2	4.2	26.4
	Grade 4	73	N/A	34.3	35.8	28.4	1.5	29.9
	Grade 5	79	N/A	27.5	52.2	17.4	2.9	20.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	79	100.0	37.7	42.0	18.8	1.4	20.3
	Grade 4	72	100.0	33.8	50.8	13.8	1.5	15.4
	Grade 5	78	98.7	47.1	44.1	8.8	N/A	8.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	74	N/A	58.3	34.7	6.9	N/A	6.9
	Grade 4	73	N/A	35.3	47.1	14.7	2.9	17.6
	Grade 5	79	N/A	52.2	31.9	11.6	4.3	15.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	79	98.7	43.5	46.4	5.8	4.3	10.1
	Grade 4	72	100.0	46.9	46.9	6.3	N/A	6.3
	Grade 5	78	98.7	42.6	45.6	11.8	N/A	11.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 426)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Down from 9.2%	2.7%	2.4%
Attendance rate	94.9%	Down from 95.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.2%	Down from 21.1%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.8%	Up from 11.4%	8.9%	8.0%
Older than usual for grade	1.2%	Down from 2.6%	1.3%	1.1%
Suspended or expelled	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	43.2%	Up from 40.0%	46.7%	50.0%
Continuing contract teachers	90.9%	Up from 86.7%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.2%	Up from 88.3%	86.4%	86.2%
Teacher attendance rate	93.4%	Down from 94.7%	95.1%	95.3%
Average teacher salary	\$43,196	Up 9.8%	\$39,468	\$39,909
Prof. development days/teacher	14.7 days	Down from 17.3 days	12.2 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	N/R	N/R	18.4 to 1	18.9 to 1
Prime instructional time	84.5%	Down from 87.3%	89.6%	89.7%
Dollars spent per pupil*	\$8,905	Up 12.9%	\$6,034	\$5,892
Percent spent on teacher salaries*	54.8%	Down from 64.7%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.9%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Beaufort Elementary Family and Friends,

Effective schools are not about programs, but about people. The teachers at Beaufort Elementary are understandably proud of themselves. For example, while only 11% of the third grade students in school year 2000-2001 were "Proficient" or higher in math, the same group of students in fourth grade achieved a 19% level of proficiency. Similarly, the fourth graders of 2000-2001 rose from a 9% "Proficiency" level to a 15% "Proficiency" level for the same group of fifth graders in 2001-2002. During the past school year, clear expectations were set, accountability for effective planning and data team meetings required, and a keen focus on implementation of S.C. State Standards undertaken. The progress at Beaufort Elementary is a reflection of renewed focus by the staff. Clearly, these levels of student achievement are not yet satisfactory, but they represent movement in the right direction.

Prior to my arrival at Beaufort Elementary, the school was labeled "Unsatisfactory" by the state due to lack of Adequate Yearly Progress. Without delay, we went to work to change that label. In a single year, Beaufort Elementary achieved a two-level increase on the state accountability report card. We increased our rating from "Unsatisfactory" to "Good" which was an unmistakable demonstration of focus and commitment among teachers to increase student achievement.

Some of our other accomplishment this year include: recipient of The Palmetto's Silver Award for improved student achievement during School Year 2001-2002, receiving a substantial Even Start Grant for Family Literacy, successful completion of year one of the Comprehensive School Reform Demonstration Grant initiative, intensive staff development through a Retraining Grant funded by the SC Department of Education, application for a 21st Century Grant for the After Care Enrichment/After School Program, implementation of "Early Bird Lab" for students, unveiled our newly created "Discovery School" for Pre-K/2 for school year 2003-04, and renovation is underway which will result in a brand new school heating/air conditioning system.

Beaufort Elementary School is a work in progress. We are clarifying our core beliefs about the image of the child, making it smart to share, making decisions about students based on best practices, and most importantly, being loyal - loyal to making decisions that are based on what is best for the student - but more importantly, what is best for all students.

Dr. Terry Hitch, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.